

STUDENTS' INDEPENDENT WORK AS A MEANS OF ENHANCING THE CREATIVE EDUCATIONAL PROCESS

Bayramali Rakhimovich Mukimov

Assistant, Department of Pedagogy, Psychology and Teaching Methods, Tashkent Institute of Irrigation and Agricultural Mechanization Engineers, **UZBEKISTAN**

ABSTRACT

The article is devoted to the urgent problem of higher education - the organization of independent work of students (IWS). The organization and forms of conducting IWS both in the audience and not in it are considered, which allow activating the educational process. The article presents the methodological support of the discipline "Fundamentals of the organization of independent work" for bachelors of technology profile. On the example of the educational complex on graphic disciplines, the possibility of organizing and applying independent work skills is shown.

Keywords: Independent work, forms and types, activation factors, educational-methodical complex, graphics.

INTRODUCTION

In higher education institutions, the problem of effective organization of students' independent work is very acute. The teacher was and remains the question of what needs to be done so that students are active in independently mastering sections of the curriculum, working with additional literature, Internet resources, etc.

The purpose of this article is to show the significance and relevance of students' independent work in the educational process.

The problems of organizing independent work are considered in the writings of such authors as Samsikova, Sukhanov, Khakunova, Shestakova and other teachers [1,2,3,4]. The analysis of these works showed that a significant part of the study time is allocated for independent work of students in the bachelor's curriculum. And most of it is the time of extracurricular activities. At the same time, in the audience, the teacher has the ability to control the independent work of students. In not her (audience) - this is very difficult to do.

Material and methods. Independent work in the audience is, first of all, work in laboratory and practical classes or in lectures. If the teacher consults on theoretical questions of the course or on the implementation of individual tasks, then this is work carried out outside the schedule. As extracurricular work is carried out to prepare for classes, the current, intermediate final certification, writing essays, term papers, final qualification works.

It should be noted that the number of hours for independent work should be optimal, while the tasks that are given to students should be different in complexity, the timing for their implementation, taking into account the level of preparedness of students. This will allow you to effectively use the time allotted for independent work and get away from a formal attitude to completing tasks. In addition, tasks can be related to future professional activities, to intensify the creative work of students.

Results and discussion. To obtain the expected result when doing independent work, additional motivation of students is required. Practice shows that among the factors contributing to the activation of both classroom and extracurricular independent work of students there may be the following:

- application in the educational process of active teaching methods such as, for example, business, role-playing games;
- the use of ICT tools (electronic textbooks, presentations, videos, etc.);
- application of individual tasks taking into account the interests and abilities of students;
- the use in training of such motivating control methods as point-rating control, testing;
- an incentive factor, which implies an increase in the final score for academic success and vice versa a decrease in the score for poorly performed work;
- participation in research work at a department or faculty;
- application of the results of independent work on the discipline in term papers or dissertations;
- the possibility of applying the results in teaching aids, in lecture courses or in the preparation of scientific articles,
- motivation for independent work can be enhanced by using distance learning, which requires constant attention to the course.

For the organization of independent work in a university, an important point is the creation of conditions for the independence, activity and responsibility of students. But reducing the hours of classroom lessons, and increasing the hours for independent work does not solve the problem of improving the quality of education, because self-education can often be less active. Therefore, in our opinion, it is necessary to increase the role of independent work in the audience, to use forms and teaching methods that will allow the teacher to provide a sufficient level of student independence.

In the process of preparing bachelors of the “Technology” profile, a special place is taken by the discipline “Fundamentals of the organization of independent work”, which is studied in the first year. Its goals are the formation of a conscious attitude of students to studying at a university, the development of independence as a personality trait, and the formation of a need for self-education.

Discipline contributes to the formation of skills for the independent acquisition of knowledge and their use in practical activities, aimed at developing the ability to find missing information, use educational, reference, specialized literature, Internet resources. Students learn the basic rights and obligations, master the foundations of a culture of behavior in the university, the basic principles of creating the image of a future teacher. In the classroom, students get acquainted with the organization of work in the academic semester, methods of self-education, ways of effectively organizing work in lectures and practical classes, analytical work with professional content texts, rules for writing work, and a list of references. The formed skills are universal and should be used in subsequent courses in the development of disciplines of the curriculum, including the professional cycle.

A training manual has been developed in which for each practical lesson tasks for classroom and extracurricular activities, including creative and professionally oriented ones, are developed, recommendations for their implementation, a list of references, and questions for discussion are proposed.

An important direction in improving the effectiveness of independent work outside the classroom is to increase student activity. This is where we encounter certain problems. First of all, this is insufficient or lack of information support for the educational process. Secondly, the students are not ready for self-learning, and teachers are for help in this. It is important to organize individual work for students with the implementation of problem tasks with the formation of their own opinions when solving them. An example is integrated tasks in technical disciplines.

When studying academic disciplines, independent work should be represented by three interrelated forms:

- classroom independent work under the guidance of a teacher;
- extracurricular independent work;
- research or creative independent work.

Classroom independent work is the work of performing practical or laboratory work, or while giving lectures by means of express polls.

Independent work in practical and laboratory classes will make them more interesting and will increase the activity of students.

For this, it is necessary to devote a significant part of the time to independently solving problems that have several possible solutions. The results of preparing students for practical exercises can be evaluated by testing on each topic. Each lesson should be evaluated. At the end of the semester, a result is summed up that allows us to either reward the student or lower his final score.

To intensify the work of students in practical classes, you can develop individual tasks with the same condition, but with different initial data (for example, tasks in descriptive geometry or technical mechanics). To solve such tasks, methodological recommendations for their implementation, reference material, etc. are needed.

Also in practical classes, students can independently study programs, schemes, etc. Answers to control questions will allow you to assess the level of assimilation of educational material.

As for laboratory work, they should have a deep independent study of theoretical material, experimental techniques, the development of instruments for measuring and processing the results. This part of the work can also be carried out as part of an independent work. Some laboratory works may have sections with elements of scientific research requiring in-depth independent study of theoretical material.

Extracurricular independent work includes such types as:

- homework, for example, the execution of drawings, problem solving, calculations, etc
- ;
- writing essays, essays, reports, term papers on the individual tasks of the teacher or leader;
 - preparation for participation in scientific conferences or competitions.

Extracurricular independent work of students has an effective impact on the formation of the personality of a future specialist. As a rule, she is planned by the student on her own. He performs this work on a personal plan, depending on the time available, his preparation, and other conditions. At present, the previously existing problem of access to information is beginning to be actively replaced by another: the search for necessary information in a vast sea of information. In this regard, the task is to form communication skills, the ability to extract information from a variety of sources, process, store, share it using modern computer technologies, as Shestakova writes [3].

The educational-methodical complex (EMC) of the discipline is a rather mobile methodological component of the educational activity, a structure that allows the student to see the material being studied as a whole, facilitates its assimilation, makes it possible to conduct control and self-control of training.

EMC includes teaching aids, lecture courses, laboratory workshops or collections of tasks or assignments, automated or monitoring systems, or programs, databases of reference materials. Only in the presence of such complexes can active student learning be organized.

The teaching material of the teaching materials is built by teachers taking into account the development of the individual abilities of students and the freedom to choose alternative ways of self-study.

The teacher can demonstrate electronic material in the form of presentations and textbook materials at lectures and practical classes, taking into account the performance and speed of perception of the discipline material by students, and can also provide it in electronic form for independent study.

To search for reference and other technical information on the Internet, links are given to sites that are specially selected for students, with which they can work both at home and in the library's Internet room.

As a result, a student with independent training can use not only the teaching materials offered by the department, but also the materials of any other resource that he needs, which can provide practical assistance in mastering the "Graphics" course.

For topics that are taken out for independent study (for example, curve curves, surfaces of revolution, a construction drawing), all the necessary educational material is specially selected by the teacher. Questions on this material are included in the midterm knowledge control.

The creation of this kind of a set of educational and methodological materials provides the mandatory stages of assimilation of knowledge, types of activity, and the experience of independent work in the academic discipline. Providing each student with this material is a necessary condition for the full realization in the learning process of all the possibilities of their independent work as a type of cognitive activity, a method and means of training and teaching. The results of students' independent work can be evaluated using various control methods:

- input control of knowledge before starting to study the discipline;
- current control, allowing to assess the level of assimilation of material in the classroom;
- intermediate control at the end of the study section of the discipline;
- final control on discipline, which is carried out in the form of a test, exam or rating control;
- students' self-control in the process of studying the discipline in preparation for control activities.

Using a point-rating control system in our opinion activates the cognitive activity of students and makes them work more rhythmically throughout the semester.

Testing as a current control of students' knowledge and skills also activates their independent work. The student himself checks his knowledge and, not having obtained the desired result, studies the training material and performs the test again. Using methods of self-and mutual

verification in the performance of tasks with the subsequent discussion of the results of the work will allow presenting the assessment more objectively.

CONCLUSIONS

In conclusion, we note once again that the existing ways and forms of organization of students' independent work should be determined by the teacher taking into account the specifics of the curriculum, the level of students' training, the number of hours devoted to the study of the discipline and other factors.

The considered structure of the teaching materials for disciplines of the "Graphics" module for students of the "Pedagogical education" direction, the "Technology" training profile allowed the creation of a set of teaching materials that, when actively used by students, activate the process of independent work.

REFERENCES

1. Samsikova N.A. 2011. Improving the effectiveness of independent work of students. *Bulletin of science TSU*. 3 (6): 285-287.
2. Sukhanov P.V. 2012. Organization of independent work of students in the system of continuous higher professional education. URL: http://teoria-practica.ru/eng/files/arhiv_zhurnala/2012/8/pedagogika/sukhanov.pdf.
3. Shestakova L.G. 2016. The levels of planning and organization of independent work of students at the university. In: *Modern trends in natural-mathematical education: school-university. Materials of the International scientific-practical conference: in 2 parts*. Solikamsk State Pedagogical Institute (branch) of FSBEI of HE "PSNIU". 2016.S. 103-108.
4. Hakunova F.P. 2012. The problem of organizing independent work of students and schoolchildren at the present stage of education. URL: <http://cyberleninka.ru/article/n/problema-organizatsii-samostoyatelnoy-raboty-studentov-i-shkolnikov-na-sovremennom-etape-obrazovaniya>.

1.